

Henry School District Improvement Plan/Progress Report Form

Principle 1: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through interview and review of student records, the monitoring team found insufficient data to support eligibility for two students placed through override procedures. The override did not explain why the standards and procedures used with the majority of students resulted in invalid findings for the student. The objective data simply stated, "Functional assessments and teacher reports and observations." The data with the greatest relative importance also stated, "Functional assessments and teacher reports and observations." The district currently has three students receiving special education service through the placement committee override process. The IEP team must meet and review the eligibility of these 3 students and ensure adequate override documentation is available in the student record.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures proper documentation exists to support use of the override procedures.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All override procedures will meet the criteria and will have specific documentation to show how the team used the override to qualify students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 09/20/05

Closed 04/29/05

<p>1. What will the district do to improve? The district will convene an IEP meeting on all three students with overrides, and review <u>skill specific</u> information from evaluations, functional assessment, teacher reports, and observations to determine eligibility.</p> <p>What data will be given to SEP to verify this objective? The NESC will evaluate the documentation and send the results to the SEP for verification.</p>	January, 2005	NESC	Met April '05	
<p>Please explain the data (6 month) Two students on overrides were dismissed one on 11/24/04 the other on 12/15/04. They were both taken off the child count for 04-05. The other students was reevaluated and qualified for specific learning disability in Math. The IQ score was 81 and the Key Math Basic Concepts was 67 and the applications was 60 over all test total was 55.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: IEP Content

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through interview and review of student records, the monitoring team found the district staff did not consistently use functional assessment information to develop student's present levels of performance. This resulted in student present levels of performance lacking skill based strengths, needs and involvement in the general curriculum. For example, the present levels of performance stated, "...needs to gain phonics and sight word skills so he can read at grade level in reading and all other content areas".

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

6 month reporting date 09/20/05

Closed 04/29/05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present Levels of Performance will address student's specific current skills and how the disability affects progress in the general curriculum.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? An in-service will be given to all special education staff on functional assessment as it relates to the present levels of performance. What data will be given to SEP to verify this objective? A summary of the in-service will be submitted to SEP stating date, time, and number attending.	January 2005	NESC	Met April '05	
Please explain the data (6 month) An in-service was given by NESC to staff on January 11, 2005 covering functional assessments and carrying over the information into the present levels of performance. Both special education staff attended.				
Please explain the data (12 month)				

6 month reporting date 09/20/05

Closed 04/29/05

<p>2. What will the district do to improve? When writing present levels of performance, the student's strength, needs and involvement in the general curriculum will be written for every skills affected by the disability including transition. This information will be developed from the functional assessment.</p> <p>What data will be given to SEP to verify this objective? NESC will review all initial and reevaluations occurring during the reporting period to ensure that the present levels of performance contain the required content. The district will report the total number of files reviewed, the number of present levels of performance linked to functional assessment and the number of present levels of performance that contain the required content.</p>	On going from 11/15/05	NESC and Henry special education staff	Met April '05	
<p>Please explain the data (6 month) NESC Assistant Director checked 7 files of students with initial evaluations or re-evaluations that have been completed since the review. All seven files contained present levels of performance contained the required content and were linked to the functional assessment.</p>				
<p>Please explain the data (12 month)</p>				